U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [**X**] Magnet [] Choice

Name of Principal: Ms. Sue Clark

Official School Name: Montana Street Magnet School

School Mailing Address:
1001 Montana Street
Dothan, AL 36303-6098

County: Houston State School Code Number*: 467

Telephone: (334) 794-1475 Fax: (334) 794-1477

Web site/URL: http://montanastreet.al.dce.schoolinsites.com E-mail: sclark@dothan.k12.al.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Sam Nichols, Ed.D.

District Name: Dothan City Tel: (334) 793-1397

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Harry Parrish

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

11	Elementary schools (includes K-8)
4	Middle/Junior high schools
2	High schools
0	K-12 schools
17	**TOTAL**

2. District Per Pupil Expenditure: 5300

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 6 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	**6**	0	0	0
K	16	26	42	**7**	0	0	0
1	38	25	63	**8**	0	0	0
2	31	51	82	**9**	0	0	0
3	44	40	84	**10**	0	0	0
4	35	52	87	**11**	0	0	0
5	42	38	80	**12**	0	0	0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					438

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
3 %	Asian
28 %	Black or African American
3 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
65 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1.	438
(5)	Total transferred students in row (3) divided by total students in row (4).	0.062
(6)	Amount in row (5) multiplied by 100.	6.164

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 10

Number of languages represented: 5

Specify languages:

Arabic - 1, Chinese - 2, Spanish - 3, Urdu - 2, and Vietnamese - 2

9. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 117

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	1	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	0	Specific Learning Disability
0	Emotional Disturbance	25	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	19	0
Special resource teachers/specialists	8	1
Paraprofessionals	0	2
Support staff	8	1
Total number	36	4

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **24 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	96%	95%
Daily teacher attendance	97%	97%	96%	96%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

For the years of 2004 - 2007, these are estimates for daily student attendance.

For the years of 2004 - 2009, these are estimates for daily teacher attendance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

We're not just running the race. We're setting the pace. From the inception of the magnet school in 2001, this has been our standard. A passionate belief in this standard has motivated and inspired our stakeholders to take ownership in building an exceptional environment for learning. Montana Street Academic Magnet School is located in the center of Dothan, Alabama. Although our building is over 50 years old, the commitment to and enthusiasm for providing our students with the best education is as fresh as a brand new school. Montana Magnet School, located in a poverty stricken neighborhood, was developed as a response to our community's concern about segregation during the restructuring of our school system and zones. Not only has Montana Magnet met its initial goals, it continues to exceed the original vision of the magnet school committee. The success of Montana Magnet created a groundswell of community requests for more magnet schools and, in response, another elementary magnet school was created this year.

Based on the guidelines established by the magnet school committee, any student in Dothan city limits may apply for a position at the school. Unlike some magnet school concepts, there are no entrance requirements and a lottery establishes the school community. Montana's students are thriving in an enriched curriculum which requires them to meet and maintain rigorous standards in academics and behavior. Students are exceeding academic goals daily, while also engaged in Foreign Language, Music Education, and Technology lessons. Teachers believe in our mission statement: "…to create a learning environment that fosters the physical, emotional, and intellectual well-being of each student by blending academic activities with enrichment learning and meaningful technology." Our teachers believe that all students entering our doors can be successful, regardless of their previous academic work or behavior. It is remarkable and a testament to faculty and parents alike that 97% of students accepted do not return to their home-base school.

In addition to effective school culture, high standards, and enriched curriculum, Montana Magnet School prospers greatly through the extensive, affirming impact of its stakeholders. During the brief existence of Montana Magnet School, the stakeholders have come to include grandparents, community leaders, and business leaders. Montana's teachers believe that stakeholder involvement is a key factor in student success. Because of this belief, Montana Magnet has created and nurtured an environment where parents, grandparents, community leaders and business leaders are valued and utilized to achieve optimum success among our students. We have proven that with the help of a village, all children can be educated.

Montana Magnet serves 447 students in kindergarten through fifth grade. The student body is 36% minority and 27% of our students qualify for free or reduced lunch. Our school works with limited funding, as we are not a Title I school and only receive state funding for operating budgets. Montana Magnet accepts a higher number of students to teacher ratio in order to employ music, computer, and foreign language teachers. Our school has received recognition from the governor for "exceeding the challenge" for the past five years. This award recognizes the persistence of our teachers and students to achieve on state and national tests. Our school has achieved 100% of AYP goals for the past 5 years. Montana Magnet School is achieving high standards through hard work, professional development, and commitment by the stakeholders.

Montana Magnet is a learning community that has established a vast support system for students, regardless of socio-economic status, race, or educational background. Teachers have embraced a community spirit to achieve our goals. Due to our unique status as a magnet school, there is a sense of unity among the administration, faculty, staff, parents, and community that sets us apart from other schools. We believe all students have unique learning abilities, and it is our responsibility to create an environment where students are motivated to utilize those abilities. Daily routines nurture engaged, active, life-long learners who believe they are responsible for their success. Montana's faculty actively seeks professional development opportunities and collaborative communities to improve their ability to instruct students. Our superintendent challenged each school to do "whatever it takes" to ensure all students are successful. Montana Street Magnet School is a true Dothan City School that is educating all students, looking beyond their potential, and exceeding that challenge! *We are not just running the race. We are setting the pace!*

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Montana Magnet students participate in several state assessments throughout the year to gauge student achievement. The Stanford Achievement Test 10th Edition (SAT10) and Alabama Reading and Math Test (ARMT) are administered to all 3rd, 4th, and 5th graders. The SAT10 measures student progress in Reading, Language and Math and the ARMT is a criterion-referenced test that incorporates questions from the SAT10. Students are scored by achieving a Level I, II, III, or IV on the ARMT. Level I indicates the student did not meet the academic content standards, whereas a Level IV score indicates the student exceeded academic content standards set forth by the state. The Alabama Direct Assessment of Writing (ADAW) is administered to all 5th graders. Just like the ARMT, the ADAW is scored on achievement Levels I, II, III, and IV. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is another test administered to all students in grades K - 5 to assess reading skills. The DIBELS assessment differs by each grade level, but students are scored as benchmarked, strategic, or intensive.

Montana Magnet has consistently led our school system in test scores and has also exceeded our state scores over the last five years. We are very proud of our achievements and the strides our students have made. In 2004 - 05, in ARMT Reading, 76% of our students scored in Level IV, exceeding the academic content standards set forth by the state. In 2008 - 09, 90% of our students exceeded the academic content standards scoring in Level IV; that's an increase of 14.70% from 2004-05. This compares to only 53% of the state scoring in Level IV in 2008 - 09. In ARMT Math, our scores have also continued to increase since 2004 - 05. In 2008 - 09, 90% of our students scored in Level IV, an increase of 15% from 2004 – 05. The state average in 2008 - 09 on ARMT math was 49% at Level IV.

Hard work, commitment, and the belief that all students can learn have also paid off on our SAT10 scores. All students taking the SAT10 over the past five years have shown significant gains. In 2008 – 09, our SAT10 Reading scores ranked in the 85th percentile for grades 3 - 5 compared to the 75th percentile in 2004 - 05. This is compared to 55% for our state in 2008 – 09. Likewise, in SAT10 Math, our 3rd - 5th grade students ranked in the 85th percentile in 2008 – 09 compared to the 75th percentile in 2004 – 2005. We outscored the system average by 30%. Significant improvements are also evident in other assessments as well. In 2008 – 09, our 5th graders taking the ADAW scored 90% proficiency in writing, surpassing the state average of 65% proficiency.

Finally, our DIBELS scores have made substantial improvements since 2004 - 05 and the inception of the Alabama Reading Initiative (ARI) into our school. In 2005, Kindergarten and 1st grade students were 98% benchmarked on all three tests given. In 2009, Kindergarten and 1st grade students were 100% benchmarked on all three tests. Second through fifth grade students showed the most significant gains with 81% benchmarked in 2005 and improving to 99% benchmarked in 2009. These scores have ranked Montana at the top of our state in the DIBELS assessment.

With the help of our assessment data over the last five years, our school has made Adequate Yearly Progress (AYP) given by the state department. We were also recognized by the state department as "Exceeding the Challenge" for closing the achievement gap. Our focus is on disaggregating data and differentiating instruction to meet the needs of all students. Disaggregated ARMT scores show that the gap between our poverty and non-poverty 3rd grade students who exceed state proficiency levels is only 5%. Fourth grade has shown a 20% improvement in reading in closing the gap between our black and white students. In 5th grade reading, the gap has been closed by 10% between black and white students. The data results are provided by the Alabama State Department of Education. All assessment and accountability data can be found at www.alsde.edu.

2. **Using Assessment Results:**

Montana Magnet is data driven. Our master schedule provides for both grade level and weekly faculty meetings. During these meetings, teachers are encouraged to analyze assessment results, collaborate with peers and make instructional decisions. The results of SAT 10 data, ARMT data, DIBELS testing scores and system testing are also presented. Teachers look at individual student, class, grade level and school needs. Collaborating on proven ideas and methods have increased student scores and empowered struggling learners. Challenges are discussed, advice is shared and teachers leave with a better understanding of assessment practices and results. Gaining a better understanding of assessment results allows teachers to effectively plan instruction for all students.

Teachers analyze SAT 10 data using stanines. Students whose achievements fall below 7^{th} stanine (70^{th} – 79^{th} percentile) are targeted to receive extra instruction and remedial assistance for specific areas of weakness. Teachers design intensive instruction practices that will meet individual student needs. During small group intensive sessions, students ask questions, reflect on answers, and grasp a better understanding of targeted skills.

ARMT assessment results allow teachers to facilitate student learning in specific math and reading areas. Teachers design lessons/activities that will close the gap between proficiency and mastery. Daily intensive practices are facilitated not just by classroom teachers, but also the school reading coach, counselor, librarian and paraprofessional.

Teachers meet weekly in data, grade level and faculty meetings to design plans to enhance and improve student achievement. The information derived from these meetings is based on DIBELS progress monitoring, ThinkLink Predictive Assessment Test (now known as Discovery Education Assessment: Predictive Benchmark) results, system pacing guides for reading and math, SAT 10 and ARMT results. The results from the SAT 10, ARMT, DIBELS, and Discovery Education Assessment: Predictive Benchmark are used to create goals and objectives for students. On-going evaluation is used to identify individual, classroom, and grade level needs. Information gained from analyzing assessment results allows the faculty of Montana Magnet to meet the academic needs of all students.

3. **Communicating Assessment Results:**

During the summer, the principal, school counselor, reading specialist, and School Advisory Committee members meet to analyze data from the SAT 10/ARMT test scores. Assessment results are then shared with teachers. The teachers disaggregate data and utilize their findings to determine areas of emphasis for the upcoming year. Educational goals are set for students, and the parents are made aware of these through individual parent-teacher conferences.

Standardized testing results are provided to parents at the beginning of each school year in a general P.T.O. meeting, through data boards, letters and local news media. A letter is sent explaining testing information and inviting parents for conferences. Furthermore, the school counselor meets with individual students to explain test results and set goals for the coming year. Data is on display in the lobby of Montana Magnet for all grades. Testing information is also available in the principal, counselor, and reading coach's offices as well as available on our school website. Data information is also displayed on the marquee at the front of the school.

Teachers communicate DIBELS benchmark testing scores with parents three times a year. Students whose scores are "intensive" are progress monitored on a weekly basis. This data is relayed to parents via e-mail, teacher correspondence and conferences.

Weekly folders, progress reports and report cards are sent home to communicate student progress to parents. Teachers are required to hold parent conferences the first five weeks of school. Our teachers feel it is imperative to have open communication with all parents so conferences are ongoing throughout the year.

Accelerated Reader (AR) assessment is managed and maintained through student reading logs. Parents are able to check student logs nightly to monitor progress. Our principal communicates AR achievements through weekly rewards and announcements. Students are aware of their reading goals and teachers hold individual conferences to discuss student progress.

At Montana Magnet, we recognize the importance of student achievement and do whatever it takes to further the lines of communication.

4. **Sharing Success:**

"Local teacher travels to Wisconsin to receive top Accelerated Reader honors." "Fourth Grade teacher literally gets pie in face." "P.E. teachers are slimed for a good cause." "Students send relief to Enterprise Tornado victims." "Montana Magnet students raise thousands of dollars for leukemia." "Students bring in over 30,000 cans of food for Salvation Army." Numerous accolades have been proclaimed about Montana Magnet School. We love to share our triumphs with the community, but more importantly we love being active citizens in our community. To instill our student mission statement of being good citizens to all, Montana reaches out to friends not only within our school but also to neighboring schools, our city, our state, and globally.

Local newspaper, television and Internet sites broadcast our accomplishments. Word of mouth spreads quickly in Dothan, Alabama, and our parents and grandparents are our biggest supporters! YES WE CAN! Dothan (a community-inspired educational group of business leaders) continually recognizes our school, faculty, and student endeavors. The Dothan Education Foundation has provided our faculty numerous grants that allow us to reach beyond our potential to enrich the curriculum.

Montana Magnet loves to celebrate! From pep rallies that cheer for reading, to Learn-a-Thon lunch limo expeditions, we applaud the work and achievements of our students and faculty. Senator Harri Anne Smith visited our school to provide money to expand our physical education program which in turn allowed our P.E. teachers to teach mini units to other P.E. teachers within our school system.

Working hand in hand with Troy University and Auburn University, Montana provides pre-teaching opportunities for education majors. Our teachers and counselor serve as mentor models, and our fifth grade choral students spread vocal joy with their travels to local clubs, nursing homes, and children outreach centers.

Sharing successes at Montana Magnet is very important. In the event Montana Magnet is awarded the Blue Ribbon School status, we will share this success in various ways. First and foremost we will celebrate this accomplishment with our school family. Additionally, the attention of this award will afford us opportunities to become a blueprint for other schools within our system, state, and nation. The blueprint will entail the steps we have taken to achieve active parental involvement, high academic achievement, and closing the gap of subgroups.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Fifth graders compose narratives in the computer lab based on their trip to the Challenger Space Center (Tallahassee, FL). Down the hall, fourth graders present a wax museum based on the lives of famous Alabamians. In the Resource Room, Montana Magnet Grans (Grandparents) laminate and cut materials for teachers. Downstairs, kindergartners busily write in their journals. First graders work in small groups reading and working on lapboards. The library buzzes as a constant stream of students flow in and out. In the hallway, our paraprofessional listens as a group reads. Second graders learn about the past as their grandparents share childhood memories. Third graders are engaged in student-led literature circles. In the lunchroom, the fifth grade chorus prepares music for an upcoming program. At P.E., a local golf pro introduces our students to the basics of the game. Welcome to Montana Magnet School!

Our curriculum is research-based, data driven, and student-centered. The Alabama Course of Study is our guide, high student expectations are clearly defined, and teachers use best practices to implement a rigorous and varied academic program which will produce students who are lifelong learners.

Montana's core reading program is Scott Foresman Reading Street. It is a research-based instructional reading program that addresses the five components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Science, social studies, and math are integrated into each week's lessons and literature selections. This series is aligned with the Alabama Course of Study standards and mandated standardized tests. It promotes whole group and small group instruction. Daily lessons are provided for advanced, grade level, and strategic intervention readers. Our teachers provide additional small group intervention for students who are not proficient in reading skills.

The math curriculum is guided by Harcourt Math. Our goal is for students to become problem solvers! Students are taught to think and reason independently and to apply what they know. Our students learn math concepts, use manipulatives to model problems, and explain their rationale for their solutions. Opportunities for daily intervention strategies for skills and problem-solving, differentiated instruction, and enrichment are incorporated into lessons. Students use Accelerated Math to practice and apply what they have learned. They also use a variety of resources to further strengthen their mathematical knowledge and experiences.

Montana's language program focuses on grammar and writing. The writing curriculum targets narrative, descriptive, and expository forms. Teachers model lessons and incorporate explicit, shared, and independent writing experiences into their classroom learning activities. Writing instruction begins in kindergarten and builds as each grade level focuses on appropriate content standards.

Inquiry-Based Science offers our students many unique hands-on learning experiences from building race cars to composting. In-depth professional development and the availability of research-based science kits provide students with unique tools for exploration of science objectives.

Spanish as a second language is taught to students in kindergarten through fifth grade. McGraw Hill's *Viva el Espanol!* is the basis of the foreign language program. Students are taught vocabulary that is cross-curricular as well as cross-cultural using a variety of methods including TPR (Total Physical Response), songs, puppets, visuals, mini-dialogues, role-play, and games.

The goal of the music program is to enable each child to reach their greatest potential and to give them a love and appreciation for music. Keyboard instruction, introduction to musical genre, and rhythm activities combine to create an enriching program. Students have the opportunity to perform in the chorus, and play the recorder and hand chimes.

Walking through Montana, one would see students engaged in a variety of learning experiences, teachers instructing explicitly, and staff and volunteers supporting this vibrant learning community.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Whether it is learning to read or reading to learn, students at Montana Street Academic Magnet School are on track for reading success. Scott Foresman Reading Street was chosen because it is a comprehensive program that addresses the five big ideas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. This scientifically research-based instructional program is taught during an uninterrupted reading block.

In 2005, Montana Magnet became an Alabama Reading Initiative (ARI) school. We are committed to being a vital part of our state's initiative to leave no child behind. As a result of our alliance with ARI, Montana has a reading coach who gives teachers and students support in achieving our school goal of 100% literacy. With Montana Magnet's commitment to reading excellence, the goal is within reach. In 2009, our students were 99% benchmarked on the DIBELS assessments, which is an improvement from 86% in 2005. This achievement is possible because of the hard work, dedication, high expectations, and cooperation of our faculty, staff, students, and parents. Highly qualified teachers implement with fidelity the core reading program, and with the support of our reading coach, provide effective intervention for students who do not meet grade level and benchmark expectations. Data is collected from various assessments. This data is studied and used to determine adjustments in instruction. Individual student intervention plans are developed and implemented.

Our school participates in the Accelerated Reader (AR) program which provides students opportunities to read trade books on their independent reading level and demonstrate their comprehension. Our students' performance in AR is shown in the following 2008 – 2009 report: 12 master classrooms, 2 model classrooms, 1 model library, and 78 classic readers. Typically 85% - 90% of our students receive an award for meeting their individual point and comprehension goal during each nine-week grading period. In addition, over the last five years, over 222,000 points have been earned by our students in AR.

3. **Additional Curriculum Area:**

We live in a Technological Age. Practically everything we use on a daily basis involves some type of technology (ex. checkout at grocery stores, ATM's at banks, toys, etc.). Yet, not all students are exposed to different types of technology in their daily lives. Montana Magnet School provides an enriched curriculum with the use of technology to make learning both meaningful and relevant.

Montana Magnet teachers prepare lessons infused with technology into the instructional curriculum to foster the physical, emotional and intellectual well-being of all students. Technological skills and concepts are correlated to the state and national standards. The teachers at Montana Magnet require that students use technology software and equipment to create and/or complete projects and assignments at school. Kindergartners interact with educational computer programs (JumpStart, Starfall, etc.). First graders design covers for their daily journals using PrintMaster Publishing program. Second graders use the Internet to do research independently and collaboratively and then gather the information gathered to make PowerPoint presentations and portfolios. Third graders use KnowledgeBox and Discovery Education to watch streaming videos and complete interactive activities to further develop their knowledge in science and social studies. Fourth and fifth graders type expository and descriptive writings about classroom events and fieldtrips. Digital pictures are taken, placed on the students' flash drives and inserted into their writings. Fifth graders use Microsoft Excel to make charts and graphs to display mathematical findings. Several grade levels take end-of-the-unit reading assessment tests online. All students have access to the web-based program EasyTech which uses interactive lessons to teach effective use of technology. Our teachers, as learners, have access to the same lessons in Easy Tech.

In addition to teaching skills, Montana Magnet is committed to providing the classrooms, our library and resource room with technology. Rooms are equipped with a cluster of computers and a projection monitor for student and teacher use. This enables our teachers to prepare the future generation to be technologically literate and productive, law-abiding citizens in a global society.

4. **Instructional Methods:**

Meeting the needs of individual students is our highest priority at Montana Magnet School. Students enter Montana at many different levels and are expected to exceed challenges to reach their highest potential. Montana Magnet students work in large groups, small groups, multi-grade level groups, and with grandparents, paraprofessionals, and peer tutors to achieve success. Teachers use explicit instruction to introduce and remediate skills in all curriculum areas. The research-based reading program we have adopted provides differentiates lessons for all learners. The faculty understands that all students, regardless of level, can achieve success using differentiated instructional techniques. Teachers introduce, model, guide, observe and evaluate using a variety of techniques.

Montana's faculty recognizes that students need to participate in hands-on science activities, in addition to textbooks. Students work in small or large groups to complete science experiments or observe science to make sense of our world. Montana's faculty is trained to use the science kits created by AMSTI (Alabama Math, Science, and Technology Initiative). The faculty understands that math must be presented with concrete examples in real-life applications for students to achieve mastery. Students use math manipulatives, calculators, and problem-solving techniques.

Teachers participate in embedded professional development to recognize students' weaknesses and to provide intervention. Intervention lessons are provided by our counselor, reading coach, paraprofessional, and classroom teachers. Web-based learning activities are used in the computer lab and classrooms. For example, the counselor uses information from Think Link diagnostic tests to plan lessons to improve student achievement. Montana's reading coach focuses on phonics problems that are hindering students' comprehension. Student weaknesses are diagnosed and explicit phonics lessons with connected text are taught in small groups to assist these students.

Classrooms are equipped with Accelerated Math and Reading to provide students with individualized opportunities to excel. Remediation and acceleration can be achieved with small group or individualized instruction in both of these programs. Math Facts in a Flash is another computerized program that students use to practice math facts at all levels.

Montana's faculty recognizes that all students have different talents and abilities. It is our responsibility to identify their mode of learning and provide lessons that will help them achieve success.

5. **Professional Development:**

Montana Magnet faculty uses ideas gained from evaluation data and self-reflection surveys to establish professional development goals. Short and long term objectives are set to target curriculum, teacher and student needs. The staff works collaboratively to develop and implement professional development initiatives that address achievement gaps and enhance teaching and learning for all students.

Extensive, job-embedded professional development has been established through Alabama Reading Initiative. An ARI trained reading coach leads the staff in training sessions and data and grade-level meetings where collaboration of ideas and strategies are shared. ARI "walk-throughs" and "turn-around walk-throughs" give teachers explicit feedback and specific goals and strategies for improvement and/or enrichment. Using the coaching cycle (planning, modeling, side-by-side teaching, observing and reflecting), teachers have opportunities to grow professionally with their peers.

Montana's faculty participates in various levels and kinds of professional training. Put Reading First, AMSTI, ARI Leadership Training, Easy Tech, ThinkLink Math Strategy Training, Scott Foresman Reading, DIBELS and ARI-PAL are all included in the list of professional development initiatives. Individual professional excellence is embraced by faculty members. Our staff includes three National Board Certified Teachers, three state-wide AMSTI trainers, two administrative certified teachers, two Dothan City Schools Elementary Teacher of the Year recipients, a Reading Recovery trained professional, a Milken Educator recipient, and a District Teacher of the Year recipient. One hundred percent of our teachers are highly qualified educators. Additionally, our music teacher has successfully trained community volunteers to implement ENCORE music classes within ten schools in our system and has received VH1 monetary grants for two of the lowest socio-economic schools. Members of our staff serve as leaders and trainers not only for Montana Magnet but also for other schools within our system and state. The principal and teachers willingly share their knowledge and proven academic achievements in an effort to benefit other schools and students.

Professional development plans are on-going to meet the ever-changing educational needs of students and teachers. Montana's test scores continue to improve, the gaps continue to close, and Montana students continue to exceed the challenges.

6. **School Leadership:**

Leading is not possible if you position yourself behind a group and push. Leading is only possible when you get out front and pull gently. Good leaders develop other leaders. Montana Magnet School is made up of motivated individuals that work together to achieve success. It is the principal's responsibility to lead us to develop our full potential as educators. There are three components to her leadership: faith in her faculty and staff, her commitment to life-long learning, and accountability to all her stakeholders. By embracing these components the faculty and staff are free to take risks as leaders.

Policies are numerous and ever evolving. Throughout the year, it is the principal's responsibility to present, review, and mandate adherence to policies. Daily faculty e-mails, quick classroom morning visits, walk-throughs and collaborative conferences at grade level/data meetings are some examples of how the principal presents, reviews and mandates faculty adherence to policies.

The principal's commitment to life-long learning is evident as she leads her teachers in the **programs** at Montana Magnet. For example, our system is committed to using a model of active participation to improve student learning. Her use of active participation techniques during data meetings, faculty meetings, walk-throughs, and professional development demonstrates her commitment to learning and implementing programs. She wants to communicate that she is committed to guiding her teachers in using active participation in the classrooms.

Leadership is dictatorship without strong **relationships**. Making a point to speak to each staff member daily, personal interest in individuals, spontaneous conversations about curriculum and classroom issues, and an open door policy are a few ways that she establishes **relationships** with her faculty. Working side by side with PTO, an open door policy for all parents, invitations to our community and community leaders, and timely and professional responses to parental concerns are methods that she uses to build quality relationships with her stakeholders.

Limited funding requires efficient management. We are continually searching for ways to acquire funds. Under the principal's leadership and with the support of the Montana Magnet PTO and community, an annual Learn-a-thon has been established which generates $35,000 a year on average to fund necessary **resources**. When allocating funds, input from faculty and staff, parents, and students is considered. Financial transparency is ultimately the principal's responsibility to the stakeholders.

Education needs constant revitalization. Our principal's leadership style can be summed up as "We did it! What's next? Let's get going!"

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: Annually Publisher: State of Alabama

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus 'Exceeding' State Standards	99	100	100	100	94
% 'Exceeding' State Standards	89	87	98	95	71
Number of students tested	79	83	82	80	81
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	93
% 'Exceeding' State Standards	90	83	100	90	53
Number of students tested	21	12	16	21	30
2. African American Students					
% 'Meeting' plus 'Exceeding' State Standards	96	100	100	100	92
% 'Exceeding' State Standards	83	78	100	82	46
Number of students tested	24	18	20	17	24
3. Hispanic or Latino Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. Special Education Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
5. Limited English Proficient Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
6. Largest Other Subgroup					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	95
% 'Exceeding' State Standards	90	92	97	98	80
Number of students tested	52	61	61	63	55

Notes:
#6. Largest Other Subgroup is White.

Subject: Reading Grade: 3 Test: Alabama Reading and Math Test (ARMT)
Edition/Publication Year: Annually Publisher: State of Alabama

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	98
% 'Exceeding' State Standards	92	86	90	93	83
Number of students tested	79	83	82	81	81
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	97
% 'Exceeding' State Standards	86	83	81	81	72
Number of students tested	21	12	16	21	29
2. African American Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	96
% 'Exceeding' State Standards	83	83	70	76	67
Number of students tested	24	18	20	17	24
3. Hispanic or Latino Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. Special Education Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
5. Limited English Proficient Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
6. Largest Other Subgroup					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	98
% 'Exceeding' State Standards	96	87	97	89	89
Number of students tested	52	61	61	64	55

Notes:
#6. Largest Other Subgroup is White.

Subject: Mathematics Grade: 4 Test: Alabama Reading and Math Test (ARMT)
Edition/Publication Year: Annually Publisher: State of Alabama

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus 'Exceeding' State Standards	99	100	98	96	93
% 'Exceeding' State Standards	75	85	71	81	60
Number of students tested	83	82	85	84	82
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	95	96	87
% 'Exceeding' State Standards	86	77	70	75	50
Number of students tested	14	13	20	28	30
2. African American Students					
% 'Meeting' plus 'Exceeding' State Standards	95	100	90	96	90
% 'Exceeding' State Standards	65	71	50	70	50
Number of students tested	20	17	20	27	30
3. Hispanic or Latino Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. Special Education Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
5. Limited English Proficient Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
6. Largest Other Subgroup					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	96	96
% 'Exceeding' State Standards	80	87	77	86	67
Number of students tested	60	63	65	57	49

Notes:
#6. Largest Other Subgroup is White.

Subject: Reading Grade: 4 Test: Alabama Reading and Math Test (ARMT)
Edition/Publication Year: Annually Publisher: State of Alabama

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus 'Exceeding' State Standards	100	100	98	99	98
% 'Exceeding' State Standards	92	85	84	79	70
Number of students tested	83	82	85	84	82
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	100	100
% 'Exceeding' State Standards	93	69	75	71	67
Number of students tested	14	13	20	28	30
2. African American Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	95	100	97
% 'Exceeding' State Standards	85	65	75	74	61
Number of students tested	20	17	20	27	31
3. Hispanic or Latino Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. Special Education Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
5. Limited English Proficient Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
6. Largest Other Subgroup					
% 'Meeting' plus 'Exceeding' State Standards	100	100	98	98	98
% 'Exceeding' State Standards	95	90	86	81	73
Number of students tested	60	63	65	57	48

Notes:
#6. Largest Other Subgroup is White.

Subject: Mathematics Grade: 5 Test: Alabama Reading and Math Test (ARMT)
Edition/Publication Year: Annually Publisher: State of Alabama

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus 'Exceeding' State Standards	100	93	90	92	95
% 'Exceeding' State Standards	73	56	37	55	52
Number of students tested	83	82	83	86	82
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% 'Meeting' plus 'Exceeding' State Standards	100	94	85	83	95
% 'Exceeding' State Standards	50	44	23	48	32
Number of students tested	16	18	26	29	22
2. African American Students					
% 'Meeting' plus 'Exceeding' State Standards	100	95	87	87	90
% 'Exceeding' State Standards	40	30	30	47	25
Number of students tested	18	20	23	30	20
3. Hispanic or Latino Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. Special Education Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
5. Limited English Proficient Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
6. Largest Other Subgroup					
% 'Meeting' plus 'Exceeding' State Standards	100	97	91	95	97
% 'Exceeding' State Standards	81	64	39	35	63
Number of students tested	63	61	59	55	59

Notes:
#6. Largest Other Subgroup is White.

Subject: Reading Grade: 5 Test: Alabama Reading and Math Test (ARMT)
Edition/Publication Year: Annually Publisher: State of Alabama

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% 'Meeting' plus 'Exceeding' State Standards	99	99	98	92	98
% 'Exceeding' State Standards	87	77	75	67	75
Number of students tested	83	82	83	86	82
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% 'Meeting' plus 'Exceeding' State Standards	100	100	100	90	95
% 'Exceeding' State Standards	81	67	69	62	59
Number of students tested	16	18	26	29	22
2. African American Students					
% 'Meeting' plus 'Exceeding' State Standards	100	95	100	93	90
% 'Exceeding' State Standards	72	55	70	60	45
Number of students tested	18	20	23	30	20
3. Hispanic or Latino Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
4. Special Education Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
5. Limited English Proficient Students					
% 'Meeting' plus 'Exceeding' State Standards					
% 'Exceeding' State Standards					
Number of students tested					
6. Largest Other Subgroup					
% 'Meeting' plus 'Exceeding' State Standards	98	100	97	93	100
% 'Exceeding' State Standards	90	84	76	73	86
Number of students tested	63	61	59	55	59

Notes:
#6. Largest Other Subgroup is White.